Unit: Citizenship and Civic Responsibility

Grade level: 11 Teacher: \_\_\_\_\_\_\_ Date: Weeks 2-6, Semester 2, 2010

**This lesson includes national heritage and cultural references: YES / NO** [](http://images.google.ae/url?source=imgres&ct=tbn&q=http://www.emirateshospital.ae/Pictures/uae-flag.jpg&usg=AFQjCNG1wOYuclQ0TAbPLCC2qv9ihUtIWg)

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| **Assessment** | | |
| **Diagnostic**   * What do they already know? * What can they do? * What do they need to learn? | **Formative**   * Individual and group feedback and feedforward: * What are they learning? * What do they need to learn? | **Summative**   * What have they learned? * Can the students explain HOW they learned it? |
| *Attainment Goal Test* | *Marking of students’ completed bookwork.*  *Regular work on first test to get them ready for the summative test.* | *Attainment Goal Test*  *Listening Test*  *Speaking Test* |

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| **Students needing support and extension (and ideas for them)** | |
| **Support** | **Extension** |
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| **Talking and Listening:**  Communicate lots of different **explanations**, **feelings** and **ideas** in **conversations** and **presentations** (eg speeches, drama, debates, presenting facts/ideas, telling a story to a group etc).  Communicate in lots of different personal, social and workplace situations.  **Reading and Viewing:**  **Read** and **view** lots of **different texts**.  **Respond** to lots of different texts.  **Writing:**  Write **different types** of texts for **different purposes**.  **Plan, draft, edit** and **proofread** writing to make it better. | Describe our environment  (Kifaya) | Vocabulary:  describe  environment  (students will generate own words)  Activity:  In groups, look at the picture.  Label the picture with the things they see.  Present their work to the class, teacher writes key words on board as they do this.  As a class, add to this list any other words (that haven’t appeared in the picture eg ocean, lake).  Students copy key words into their books (under the heading “Describing our environment”). They may like to add ‘thumbnail’ pictures / Arabic to help them remember.  Read pages 6-10 of issue 11 (March 09) of English 4U. Complete activities (in student notebooks) as teacher sees fit.  Teacher writes one sentence on the board about an experience she’s had in the environment (to model this).  Students then write own sentence as a group. When each group has a sentence they can come and write it on the board.  Students write OWN sentences in their notebooks and hand in for teacher to mark. (Some may copy from the ones on the board. This is okay if needed as it is a form of *scaffolding*.) | *Picture of the environment – one per group.*  *Issue 11 (March 09) of English 4U.* |
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|  | Talk about our rights and responsibilities as students  (Majd) | Vocabulary  Safe  Provide  Be treated  Respect  Appropriately  Willing  Considerate  Property  Activity  Ask students what they think their rights and responsibilities are *at school.* Teacher to give word bank (on board) to help discussion. Do this in groups – students draw up two columns (rights, responsibilities), then list their ideas down each. After 10 minutes, one member of each group should ‘pillage and plunder’ ideas from other groups and feed them back to their own group.  Read the handout – copy the rights and responsibilities into their notebooks. List answers for the gaps in their notebooks.  Design a pamphlet. Students must design an information pamphlet for younger children who are about to begin secondary. The pamphlet should advise the new students of their rights. It should also give them clear ideas as to how to be a responsible student. Students should be encouraged to look back at all the vocabulary they have learned so far, the notes in their books etc. | *Handout – student rights and responsibilities at school.*  *Blank A4 paper for students to make pamphlets on. Could also provide coloured pencils, scissors, glue, magazines to cut photos from etc.* |

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|  | Describe the responsibilities of parents  (Khairya) | Vocabulary:  Raise  Discipline  Safety  Care  Activities:  Teacher can draw ‘hand’ on the board showing the ‘fingers’ of care, safety etc. Nice wee intro!  Class discussion: ask whose responsibility is it to raise children? Could also discuss the saying “it takes a village to raise a child” – maybe we are *all* as responsible as the parents??  Group discussion – what do you know about the responsibilities of your parents? Students need to come up with at least 5 ideas to feed back to the class (teacher will list these on the board).  Look at handout – what are the answers for the gaps? Compare with answers that are written on the board. Add any more ideas if required.  Students copy mindmap down from board into their notebook.  Students look at their mindmap and tick the things they know their parents are doing well with.  Get students to imagine *they* are parents. Get them to put stars beside the things they expect will be the most difficult responsibility.  Students can then explain *why*. Can do this in Arabic for arts students.  As a group, write two sentences in English: “  1. The easiest responsibility when you are a parent would be...   1. The hardest responsibility when you are a parent would be...   Early finishers should be encouraged to explain *why.*  Students can then read out their sentences to each other.  Encourage each student to write her *own* sentence in her notebook. | *Handout – “The responsibilities of Parents*  *Teacher copy of hand with fingers of care, safety etc.* |

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|  | We are learning about the responsibility of providing healthy food for children.  (Khairya) | Vocabulary  Healthy  Pregnant  Handsful  Activities  Students have 2 minutes to recall information from last semester about health eating.  Get students to put their hands up to give ideas for a brainstorm to show what we already know. (Teacher writes it on board.)  Give handout and complete.  Get students to complete this sentence: It is important that parents are responsible for their children’s healthy diets because...  The following may be used as a ‘should do’ activity (up to the teacher):  Read pages 52-53 of English 4 U, issue 12. Up to individual teachers as to how they’d like to do this. | *Handout – “Healthy Food”*  *English4U – Issue 12, April ’09 – p52-53* |

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|  | We are learning the importance of showing respect to your children.  (Khairya) | (This will probably take two periods.)  Vocabulary  Respect  Necessary  Willingly  Experience  Fostering  Decisions  interfere  Self-esteem  Independence  encourage  Activities  Teacher write RESPECT *down* the board. Students write this *down* their book. Students are asked to write and acrostic poem using the letters in the word RESPECT. Can do in pairs, then ‘Pillage and Plunder’ from others to take ideas back to their own books.  Read the handout and go through the activity where students discuss their experiences with their own parents and respect.  Draw up two columns – note down or use pictures to show what happens to a child when she is and is not shown respect. What kind of adult will she grow up to be? (ie do you think that the respect shown to someone when she is a child has an effect on her later in life?)  Complete second handout (up to individual teachers as to how they want to approach this). | *Handout – “Show respect to the child”*  *Handout – “Practical dosand don’ts for fostering self-esteem* |
|  | We are learning to appreciate that we are adult enough to have responsibilities at home.  (Basma) | (Enough for 2 lessons here.)  First: Set up diary idea. Students can draw the table into their books to fill in each day. Teacher please give them time to fill it in each day / do a quick check to see it’s being done.  Vocabulary  Gardening  Housekeeping  Babysitting  Offer  Complete handout – My Responsibilities at Home.  Vocabulary  Duty  Budget  Recycling  Arrange  Discuss first two items in pairs. Teacher can then ask one person in each pair what their partner does to help the family at home. Teacher can write ideas on whiteboard as a list or brainstorm. Students could copy this down under the heading “Things I could do to help at home”.  Read the text on the handout in pairs – make sure all students are reading. (Teacher might like to read it with the class first.)  Complete questions in pairs but all students write answers in their note books.  (See also should and could do activities for early finishers.)  How do we know we are young adults and not children?  We can get married now, and run our own homes.  We can get our drivers’ licenses now/soon.  So surely we can make our own beds and help younger siblings with homework!  What will happen to the person who has never had to take on any responsibilities at home as a child or young adult? What will they struggle with when they leave home? Teacher might like to offer ‘what if’ scenarios. EG: what if your child got sick? What if you needed to plan or cook a meal for your family/children?  What do you do now that is preparing you for responsibilities in the home later? | *Teacher copy of student diary (write on board).*  *Handout – my responsibilities at home.*  *Handout – Reem’s Responsibilities* |
|  | We are learning to be responsible in an emergency at home. (Basma) | Vocabulary  Fire extinguisher  Announce  Immediately  Activities  Work through sheet – as teacher sees fit. Strongly recommend pairs or small groups.  What other emergencies might be faced at home? In groups students could think up emergencies and their reactions to these. EG: somebody choking – I would perform the Heimlich (sp??) manoeuvre.  Each group could present ideas to class – perhaps put these on posters for the wall?  Students need to make notes of main points in this lesson. Use the information they found in their group work (situation and action). Teacher can right basic ideas on board for students to copy down. Heading: Taking responsibility in an emergency at home.  Extension: may like to introduce the idiom “stepping up / to step up” which means coming forward to take on the job/responsibility. | *Handout – Fire in Home* |
|  | We are learning to be safe in the kitchen.  (Basma) | Vocabulary  Knife  Stove  Apron  Adult  prevent  Activities  Work through first part of handout – discussing how to keep responsible in the kitchen.  Read text.  Find similarities between the text and their own list. Students should highlight or circle their own lists when they find something that also appears in the text.  See who got the most things!  Teacher can list idea on the board – students should copy these under the heading “Being safe in the kitchen”.  Tell your partner of an emergency you have witnessed in the kitchen (eg cuts, burns).  How could these situations have been *prevented*? | *Handout – Being safe in the kitchen* |
|  | (Basma) | Design a small pamphlet /brochure that could be given to teenagers to encourage responsibility at home. Think about WHY we should be taking responsibility, WHAT we can take responsibility for as a teenager, HOW we can prevent emergency situations.  Teachers must mindmap ideas for students to put in their pamphlet before they begin.  Teachers must indicate to students what a successful pamphlet/brochure looks like. Think about layout, appropriate use of colour, font design, accurate information (main points only), appropriateness for a teenage audience. |  |